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ABSTRACT

A 20-minute-long videotape program, intended for regular classroom teachers involved in mainstreaming, was developed and implemented to meet in-service needs of elementary school teachers in Cherry Hill, a township in Camden County, New Jersey. Included in the videotape program were an explanation of Public Law 94-142; an overview of the decision process and preparation needed to mainstream a student; a discussion of issues that regular teachers felt should be addressed prior to and during the mainstreaming process; a panel discussion involving three regular elementary teachers and a special education teacher; and a bibliography for teachers citing books and articles concerning aspects of mainstreaming. Goals of the practicum were to survey regular elementary classroom teachers about specific issues that should be addressed in the mainstreaming process; to develop and implement the in-service videotape program; to reduce teacher fear and reluctance to accept a mainstreamed student; and to evaluate the effectiveness of the program. Approximately 50 teachers viewed the videotape and responded to pre- and posttest measures of attitude and knowledge. Results suggest that exposure to the videotape program produced significant changes in the attitude and understanding of the participating teachers. (RH)

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IMPLEMENTATION OF A VIDEOTAPE

PROGRAM FOR

REGULAR CLASSROOM TEACHERS

INVOLVED IN MAINSTREAMING

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MAY 13 1985

IMPLEMENTATION OF A VIDEOTAPE
PROGRAM FOR
REGULAR CLASSROOM TEACHERS
INVOLVED IN MAINSTREAMING

PRACTICUM I SUBMITTED TO THE FACULTY OF THE
EARLY CHILDHOOD EDUCATION PROGRAM
IN CANDIDACY FOR THE DEGREE OF

DOCTOR OF EDUCATION

BY

CAROLE A. PATRYLO

NOVA UNIVERSITY
CLUSTER 15

April, 1985

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PRACTICUM APPROVAL SHEET

MAY 13 1985

This practicum took place as described.

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This practicum report was submitted by Carole A. Patrylo under the direction of the reviewer listed below. It was submitted to the Ed.D Program in Early Childhood and approved in partial fulfillment of the requirements for the degree of Doctor of Education in Early Childhood at Nova University.

Approved:

Date of Final Approval

Jo Ellen Salce, Ph.D.
Reviewer

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I would like to extend my gratitude to my husband, Bob, and my daughter, Robyn, for their encouraging support and understanding . They totally realized the importance of this endeavor.

A special thanks is given to Joan Boerner, who displayed professionalism and patience throughout the development of this practicum.

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ABSTRACT

Implementation of a Videotape Program for Regular Classroom Teachers Involved in Mainstreaming. Patrylo, Carole A., 1985: Introductory Practicum Report, Nova University, Ed. D. Program in Early Childhood. Descriptors: Mainstreaming/ Individualized Education Programs/ Education of Handicapped/ Exceptional Children/ Learning Disabilities/ Special Education Programs/ Handicap Identification.

This practicum provided for the development and implementation of a videotape program for use by regular classroom teachers before and during the mainstreaming process. The videotape program created the opportunity to re-evaluate teaching strategies and techniques, reassess one's attitude toward the special needs child, and address the problems that both the regular teacher and the handicapped student face on a daily basis.

The author's goals were: (1) to survey regular elementary classroom teachers regarding the specific issues that should be addressed in the mainstreaming process; (2) to develop and implement a videotape program that would serve as an educational vehicle to bridge the need for an inservice program; (3) to reduce teacher fear and reluctance to accept a mainstreamed student; (4) to evaluate the effectiveness of the program by means of a pre and post questionnaire.

The videotape program included an introduction explaining Public Law 94-142; the decision process and preparation needed to mainstream a student; issues that regular teachers felt should be addressed prior to and during the mainstreaming process; a panel discussion consisting of three regular elementary teachers and the author; and a bibliography to be used by teachers in relation to the special needs student.

Fifty-six teachers responded to the pre-questionnaire; fifty-three to the post-questionnaire. Two approaches were used for the purpose of comparison: the shift in the mean response score, and the difference in overall percentage response of the population when grouping the strongly agree and agree categories versus the strongly disagree and disagree categories. For each statement, the predicted shift in response as a result of the videotape program was realized. Similarly, there were noteworthy differences in the pre and post population levels in the strongly disagree/disagree and strongly agree/agree categories as a direct result of the videotape program. It is apparent from the data that the exposure to a limited resource, the videotape program, effected significant results on the attitude and understanding of the subjects with regards to mainstreaming.

CHAPTER 1
INTRODUCTION

A. AUTHOR'S WORK SETTING, ROLES AND RESPONSIBILITIES

Cherry Hill is a 25 square mile township located in Camden County, New Jersey, approximately seven miles east of Philadelphia and 60 miles west of Atlantic City. First settled in 1680 by a friend of William Penn, William Cooper, as Delaware Township, in 1961 the name was changed by popular referendum to Cherry Hill.

The Cherry Hill Public School District is recognized for its excellence in education. It is the philosophy of the Board of Education to use the word "education", as distinct from "learning", to refer to planned and organized learning experiences conducted by a school system. In defining education, the following guidelines have been established: education requires careful planning and control; education is a group as well as an individual process; education should develop the ability to choose and to decide; education should emphasize key principles in the respective areas of knowledge; and education should emphasize the interrelatedness of life.

.

Besides offering an outstanding academic curriculum for regular students, the Cherry Hill School District has distinguished itself in the area of Special Education Programs. There are a total of 48 self-contained special education classes, 20 resource classes, and five pre-school classes. The classifications that are addressed by the special educators are: socially maladjusted, emotionally disturbed, perceptually impaired, neurologically impaired, communication handicapped, educable mentally retarded, and trainable mentally retarded. Public Law 94-142 affects a total student population of 1,380 as of December 1, 1983.

In determining the most appropriate program for an educationally handicapped student, the basic child study team considers various options and decides which will be best for the individual student. Some of the educational program options are: special help within the classroom setting, instruction in school which complements regular or special class programs, a special class program in the school district, a special education program in a setting outside the school district, or instruction given at home, in the hospital, or other private institution. The

goal is to have every student enrolled in a program that is as normal as possible while still meeting his or her special educational needs.

The author has taught in the Cherry Hill School District for five years, all of which have been in special education. As a teacher of the handicapped, her primary responsibilities include:

1. To aid in developing and implementing an Individualized Education Program (IEP) for each of my students.
2. Prepare students for mainstreaming and continue communication with the mainstreamed teachers.
3. Regular communication with parents by means of weekly reports.
4. Meet monthly with Child Study Team to discuss progress of students.
5. Develop and implement behavior modification programs for each student.
6. Maintain communication with professional support personnel, for example, a psychologist or psychiatrist whom the parents have engaged privately for their child.

B. DESCRIPTION OF CHERRY HILL

Cherry Hill is situated in the heart of southern New Jersey, near the geographical center of the Mid-Atlantic region. The region is a hub of a massive, integrated transportation system, bringing it within reach of key destinations both in the United States and abroad.

The entire Philadelphia area, because of its own natural resources and its location in relation to the Mid-Atlantic region, has proven attractive to business enterprises. The area offers a strong and viable economy and affords businesses easy access to every market and source of supply. Forty percent of the nation's population, 45 percent of its manufacturing, and 37 percent of its retail sales are all within a day's drive from the area. New York and Washington are within easy access.

Historically, the area has been a leader in manufacturing. More than 90 percent of all types of manufacturing are represented in the area and no single industry or group of industries is predominant. Therefore, the area is relatively stable and free of the swings in the economy which sometimes affect one-industry areas. Industrial operations in Cherry Hill cover a

broad range of activities, including chemicals, plastics, electronics, computers, metal, textiles, and paper products. Supporting the industrial sector is a broad range of service institutions. Four of the nation's 50 largest banks are located in Philadelphia, as well as leading law, public accounting and brokerage firms (Cherry Hill Chamber of Commerce, 1984).

Cherry Hill has a population of approximately 69,000 according to the 1980 Census, compared to 31,500 in 1960 and 64,400 in 1970. It is expected to increase to 77,000 in 1990. It has been one of the fastest growing townships in the area. A capsule description of the average resident of Cherry Hill would include these items: well educated, high income, owns an \$80,000 house with air-conditioning, drives to work, owns two automobiles, and is native born.

Forty-eight percent of the total population is male, 51.4 percent is female, and 6.2 percent is non-Caucasian. A 1982 estimate of the average income per family was \$30,782 (Cherry Hill Chamber of Commerce, 1983).

The number of employed persons in Cherry Hill is 31,962, of which 78.3 percent are white-collar employees.

Cherry Hill is in excellent financial condition. There is no city wage tax, mercantile tax, annual

business tax, or use of occupancy tax. Virtually all religious denominations are represented by the more than 30 churches and synagogues in and surrounding Cherry Hill. Its public library contains over 125,000 volumes and offers a variety of services to its residents.

The climate in Cherry Hill is moderate, with four well-defined seasons, but few extremes of temperature. Proximity to the Delaware River serves to modify the climate. The temperatures in spring range from 40 to 60 degrees. It is a season of beauty due to the blossoming of trees and flowers after the winter. The summer months usually do not exceed 90 degrees; the norm is 70 to 85 degrees. Humidity can create an uncomfortable situation, however, those days are few thus making the summer an enjoyable season. Fall in Cherry Hill is a myriad of color. The leaves turn bright colors and the temperatures range from 50 to 65 degrees. Winter is not drastically cold. The temperatures tend to remain around 30 to 40 degrees. Snowfall is not a major problem. The average accumulation is approximately three to five inches.

Recreation facilities are numerous and varied. Summer playground programs have been developed for children of all ages and are held at 29 different

locations throughout the township. Private recreational facilities such as sports arenas, theatres, and restaurants are found in abundance within the township and nearby. Mountain resorts and the New Jersey seashores are vacation spots that are located within easy driving distance.

Cherry Hill has a Council-Manager form of government with a seven member council. Councilmen, chosen in nonpartisan election, select the mayor and deputy mayor and appoint the township manager, who serves as the administrator for the daily operation of the government. There are 23 advisory boards which meet twice monthly, comprised of voluntary citizens, whose purpose is to provide guidance to council and undertake special projects.

The public school system of Cherry Hill Township has a total of 18 schools: 12 elementary, three junior high schools, two senior high schools, and one alternative school which serves the needs of the socially maladjusted and emotionally disturbed students who are not able to function in the regular classroom. Other public teaching facilities in the township include a parochial high school, seven parochial elementary schools, and a number of preschool learning centers. Furthermore, the Camden

County Vocational and Technical School is located nearby, operated by the Camden County School System. The school offers more than 21 vocational courses.

The Cherry Hill schools' educational system is rated among the country's best. Its two senior high schools are approved by the New Jersey Department of Education and accredited by the Middle States Association of Colleges and Secondary Schools.

There are a total of 11,333 students as of June 30, 1984: 4,946 in the elementary schools, 2,061 in junior high schools, 4,326 in the senior high schools, and 199 children are sent to schools outside the system, that is, special enrollment. In the parochial schools, there are 1,259 in the elementary grades and 1,224 in the high schools (Cherry Hill Chamber of Commerce, 1984).

Cherry Hill has a total of 1,016 teachers in the school system. Included in the professional staffing are physical education, art and music teachers, business, foreign language, basic skills specialists, learning disabilities specialists, teachers of the handicapped, speech therapists, guidance counselors, nurses, psychologists, and social workers.

Among the many young men and women who graduate from the Cherry Hill schools, in a typical year approximately 80 percent continue their education, 75 percent of them by attending college.

Cherry Hill has undergone a dramatic transformation from a farming community prior to Word War II, to one of the nation's best examples of a balanced, co-urban community. Job, recreational, educational, and residential facilities are all available within municipal boundaries.

CHAPTER II

STUDY OF THE PROBLEM

A. PROBLEM DESCRIPTION

With the passage of Public Law 94-142, the concept of integrating the handicapped child into regular classes has received national emphasis in education. Theoretically, the idea does make a great deal of sense; it reduces the stigma attached to separation, and it creates a normalized environment for the handicapped child which is more in keeping with the reality he or she will face in their adult lives.

However, while the concept elicited well-founded support, its implementation is not without numerous problems. One of the major complaints of regular elementary classroom teachers concerning mainstreaming relates to their own feelings of inadequacy in teaching the handicapped child. Teacher training does not include preparation for, or knowledge about, children whose learning deficits are marked by rather specific characteristics not easily remediated by visual classroom teaching approaches (Carberry, Waxman, & McKain, 1981).

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Another aspect of integration which has received minimal attention, as compared to administrative and organizational concerns, is the importance of the regular teacher's attitude. While education in the least restrictive environment may be imposed by binding laws, the manner in which the regular classroom teacher responds to the special child's needs may be a far more potent variable in ultimately determining the success of mainstreaming. Regular elementary classroom teachers are faced with the challenge of working daily with a mainstreamed child but are not equipped professionally to thoroughly understand the underlying characteristics and behavior problems associated with the handicap. Confusion, reluctance, and inadequacy are characteristic of teachers' attitudes toward the mainstreamed child. In a realistic situation, the success of mainstreaming may be jeopardized by the preconceived attitudes of regular classroom teachers. If a regular classroom teacher holds a negative attitude toward a handicapped student, the likelihood of success is nill. As a special educator, the author has encountered teachers that are not willing to accept special needs students into their classrooms because the stigma of classification is a threatening

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factor. Lack of understanding and a closed mind do not provide for an atmosphere conducive to learning. Consequently, efforts to modify the feelings of regular teachers concerning students with special needs must be of critical concern to special educators.

The regular classroom teachers in the Cherry Hill School District who are involved in mainstreaming are concerned with the responsibility, management, and teaching strategies of the handicapped student. Guidelines for the administrative process of mainstreaming are clearly documented in the district by the Pupil Personnel Services Office. However, the questions relating to everyday interaction with the handicapped child are not addressed adequately as witnessed by the author.

Regular elementary classroom teachers are receiving handicapped students into their classrooms with no prior discussion of specific instructional techniques to be utilized. According to Salend (1984), a major issue for educators to address is what factors and procedures contribute to ensuring the development and implementation of efficacious mainstreaming programs.

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Researchers attribute success of mainstreaming when precise guidelines and procedures are available to the professional staff. Regular versus special education settings often differ in instructional format, curriculum demands, teaching style, behavioral expectations, physical design, and student socialization patterns (Hundert, 1982). If the transition from special to regular education settings is to be successful, both the mainstreamed teacher and student should be prepared to adjust to the demands of the learning environment.

Investigators have begun to address the issue of factors that contribute to the development of successful mainstreaming, and this was apparent by a survey of more than 25 studies conducted by the author. Dr. Robert W. Ferris, Assistant Superintendent, directed this memo to the author:

"I commend you for identifying a program which is highly needed within the school system. I have reviewed with keen interest your proposal to develop a videotape program for regular classroom teachers involved in mainstreaming. If my office can be of any assistance in the formulation of this worthwhile endeavor, please feel free to call upon me."

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Regular teachers are reaching out to special educators to assist them in better understanding the total profile of the special needs child. Unstructured as it is, there is the attempt to better serve and meet the demands of the child's Individualized Education Program (IEP). Reluctance and the feelings of inadequacy will continue to exist and worsen with time if a program is not initiated.

This practicum has addressed the problem of regular elementary teachers who receive mainstreamed children into their classrooms that are not professionally acquainted with the characteristics and behavior patterns of the handicapped student in the Cherry Hill School District.

B. PROBLEM DOCUMENTATION

Due to the passage of Public Law 94-142, which advocates educating children within the least restrictive alternative, teachers' attitudes toward the special needs student has become a focal point for many investigators. Hughes (1979) observed that successful integration often depends upon the teacher's attitude, while Mitchell

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(1976) hypothesized that attitude may be more important than any administrative or curricular scheme.

In an effort to modify negative attitudes which may be related to how the teacher perceives the instructional responsibility of educating an exceptional pupil, researchers have noted that exposure to and knowledge about exceptionalities positively influences a teacher's attitude (Glass & Mecker, 1972; Harasymiv & Horne, 1976; Larrivee, 1981; Mandell & Strain, 1978).

This author interviewed regular classroom teachers within the setting of the Cherry Hill School District and can report a consensus that mainstreaming is not addressed adequately due to lack of workshops, in-service programs and open communication with the Special Education Department (Appendix A). Teachers expressed a reluctance concerning mainstreaming due to the issue of no existing pre-service program in which training would focus on the handicapped child. Reliance has been placed upon the special education teacher for information regarding the mainstreamed student. No other vehicle of formal communication or prescribed guidelines has been provided to the receiving teacher. Prior to mainstreaming, the district does not provide an

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established program that meets the need of successful transition due to unresolved issues between the Cherry Hill Education Association and the Board of Education.

The author is entering her sixth year of teaching within the district and is repeatedly asked, "What characteristics are conducive to the perceptually impaired student?", or "What behavioral patterns does a child display to be classified emotionally disturbed?". Questions of this nature have and continue to exist upon receiving a student in the mainstreaming program.

Extensive reading of the literature has shown that investigators are advocating in-service workshops for regular classroom teachers prior to mainstreaming. Larrivee and Cook (1979) and Larrivee (1981) conducted several comprehensive studies concerning whether the degree of in-service training would impact on regular classroom teacher's attitude toward mainstreaming. The results reported support the importance of increased experience and contact with exceptional children in conjunction with knowledge attainment and specific skill acquisition in the formation of more positive attitudes. The availability of supportive services positively influenced teacher attitude.

Since no in-service program exists within the Cherry Hill School District, the regular classroom teacher is not acquainted with the strategies and specific techniques appropriate for managing special needs students within the regular classroom environment. Attitudes toward mainstreaming are not addressed due to lack of involvement and communication with the special needs child.

Child Study Teams interaction with regular teachers have been limited due to scheduling conflicts. Monthly agenda meetings are held in each school but only provide the opportunity to briefly discuss children for referral and further evaluation by team members. The Child Study Teams do not provide programs for teachers and other support personnel for the purpose of mainstreaming. This author and other special educators have experienced and witnessed not only subtle but overt resistance to mainstreaming. The percentage of successfully mainstreamed handicapped children into regular classrooms from kindergarten through sixth grade would be significantly increased if communication by means of a program was to be initiated.

C. CAUSATIVE ANALYSIS

Faculty have expressed a growing interest in special education. The topic of general to specific characteristics, behavioral patterns, teaching techniques and strategies involving the handicapped child have often been the discussion in informal settings. To further substantiate the increasing concern in special education, the following data is provided. As of June 30, 1984, the total student enrollment in Cherry Hill from kindergarten through twelfth grade was 11,333. The total enrollment in special education within the district was 520, with an additional 199 in special enrollment (for example, Cerebral Palsy Clinic), making a final total of 719 or 6.2 percent of the student population. Looking at the statistics from another viewpoint, approximately one out of every 17 students is classified. This is an increase over recent years.

From an educator's standpoint, the author is aware of a significant number of students in regular classrooms that have not been classified due to a variety of reasons, which in turn would further increase the special education enrollment. After evaluation of the data, it

is assured that regular teachers are questioning their competency, realizing their capabilities, assessing their attitudes, and inquiring as to the "how" in teaching the special needs student. As previously stated by this author, a fear exists amongst elementary teachers that they are inadequate to accept the responsibility of being a mainstreaming teacher.

With the passage of Public Law 94-142 in 1975, school districts must provide an Individualized Education Program (IEP) for each classified student. A well developed IEP is the initial step toward a successful mainstreaming experience. It provides the background, framework and projected outcomes for the handicapped child. The psychoeducational assessment and future implementation of an IEP requires the cooperation of the Child Study Team and the teacher. There is a definite weakness of continuity among the professionals involved. The classroom teacher is expected to interpret an IEP when he or she has not had the training necessary to implement a program (Schenck, 1981). There should exist a training program for the regular classroom teachers in regard to the needs, goals and objectives, and a total instructional program for the mainstreamed child.

Teachers in the Cherry Hill School District have reported that they have not been thoroughly prepared to properly interpret an IEP. The author has been asked repeatedly to explain the instructional procedures, scores, and other pertinent information in an IEP. No formal program exists whereby teachers are briefed, step by step, in the essential elements contained in and interpretation of an IEP. There exists a continued reliance on special educators to assist the regular teacher in the proper reading of an IEP.

Schenck (1981) performed an analysis of IEP's for learning disabled students and concluded that there is a need for clarification relative to the contents of the IEP. Second, training is needed in the process of relating diagnostic information into appropriate instruction programs. It is recommended by the researcher that regular and special educators be provided training through intensive in-service programs either on a state or local level.

If regular teachers are to be successful in their role of mainstreaming teacher, some type of program or vehicle should be provided to professionally assist the receiving teacher of the added responsibility. Teachers

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want to feel comfortable in their positions, not threatened by the unknown. Experience in the field of education does provide one avenue to success, but a discussion of the total profile of the handicapped child should be addressed.

D. THE RELATED LITERATURE

Survey of the literature places the topic of mainstreaming in a unique position. Researchers have questioned its efficacy. By what avenue does the handicapped child make the transition from special class to a regular classroom environment? How does a school district prepare the regular teacher to be better acquainted with the background and teaching strategies necessary to make mainstreaming a success? How are teachers' attitudes toward mainstreaming addressed? All these questions and more have and are presently being investigated.

Public Law 94-142, the 1975 Education for All Handicapped Children Act, has presented school districts with the obligation of educating children within the least restrictive environment. As a result of this law,

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special educators are mainstreaming students into regular classrooms. However, the issue of whether skills learned in a special education setting will be generalized to non-special educational settings remains debatable.

Transfer of training is of critical relevance to those who teach handicapped students in a special class setting, and then expect those same students to generalize those learned responses to settings which have very different stimulus conditions (Rose & Gottlieb, 1981). It has been reported (Westling, Koorland & Rose, 1981) that special class teachers use a one-to-one instructional ratio more than 33 percent of the time per student whereas regular class teachers spend no more than 12 percent of their whole class time in individualized educational groupings. This variability in grouping arrangements may have an adverse affect on the handicapped student. It is therefore imperative that a transition program must be initiated.

Transition applies not only to the special education student but to the receiving mainstreaming teacher. The regular teacher, supported by the school district should

receive prior training, for example, in-service workshops or programs that will provide a solid framework for teaching the handicapped student. Without this preparation, the regular teacher can experience reluctance, fear and inadequacy of taking on the responsibilities of further educating a special needs student. This was exactly the problem that had been addressed in the review of the literature.

Being approached to accept the responsibility of taking on the position of mainstreaming teacher is no easy task. This author is aware of the skepticism, resistance, and fears encountered by a regular teacher prior to mainstreaming.

According to Riegel (1983), when special education teachers consult with general education teachers in order to support mainstreaming handicapped students, suggestions for modifications in teaching practices or materials are often met by resistance. This may be due to any number of factors, including feasibility, difficulty of implementation, or lowering the teacher's standard for mastery. The net result of this situation is usually frustration and negativism on the part of the professional staff. It is at this point that a more indepth examination of the problem be undertaken.

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A review of the literature indicated that participation in workshops and in-service programs for regular classroom teachers provided more confidence for those teachers when meeting new instructional and management challenges. Larrivee (1981) demonstrated that regular classroom teachers having had in-service training changed their attitudes significantly toward mainstreaming. In addition, the research by Horne (1983) clearly supports the need for comprehensive in-service training programs. Mandell and Strain (1978) found availability of a resource teacher to be a significant predictor of a positive attitude toward mainstreaming.

It has become evident that a program or educational vehicle be at the disposal for the regular educator prior to and during the mainstreaming process. Training efforts must address issues independently as they relate to special needs students with specific handicapping conditions.

One of the classifications that presents a definite threat to a mainstreaming teacher is the child with behavior problems, that is, the emotionally disturbed or socially maladjusted. To begin with, the classification alone encompasses a broad spectrum of factors and should not be regarded as totally negative. Short attention

span may contribute to a behavior problem. However, prior to mainstreaming, this child was in a self-contained class for emotionally disturbed with a 1 to 9 teacher-student ratio, and a full-time aide. The special education teacher addressed the problem by either behavior modification, tokens, contracts, or other techniques conducive to the problem. By all professional standards, the special educator is not going to recommend mainstreaming until the child has proven that there is a definite improvement in behavior. When the actual mainstreaming program is initiated, open communication between regular and special teachers must be kept alive (Schubert, Landers, Curtis, Anderson & Curtis, 1984). It would have been even more beneficial if the mainstreaming teacher could have been a participant in a program about behavior problem students prior to the actual entrance into the regular classroom. As a special education teacher of emotionally disturbed children, this author is cognizant of the need for discussion of different teaching techniques and strategies that can be transferred to the regular classroom setting.

Demers (1981) implemented a program designed for mainstreaming the learning disabled student with behavior

problems that coincides in theory and practice with programs presently used in Cherry Hill. She concluded that it was preferable to place only one special education child in each regular class when mainstreaming. By placing only one special student in a regular group, the tendency for the special education students to cluster disappears and regular peers are the only models and associates available to them. This also became a learning experience for the regular student in that pupils in the mainstream soon discovered the positive attitudes of LD children and made new friends as a result of many instances of helping one another.

Demer's program was designed to encourage on-task performance and work completion both in the homeroom and mainstream settings. A daily point system was used. After the program's implementation period, the school staff began to change its observational "set" of looking only at the behavior problems of the LD students, to looking for more positive occurrences that they might report to the LD homeroom teacher. Preconceived attitudes of handicapped students began to change. If regular teachers can alter their attitudes about the special needs child, the result can only move in a positive direction.

As this author reviewed the literature, school districts are placed in a tenuous position in properly adhering to PL 94-142. Cherry Hill provides a pamphlet, A Parent's Guide to Individual Evaluation Services, which explains the evaluation process regarding education for children with special learning needs. A handbook is also available to each building principal to assist those individuals who are directly involved with the Child Study Team process and special education. However, regular teachers do not have available to them a program addressed specifically for mainstreaming.

Upon further investigation of the research, teacher skill and attitude have been identified as critical variables in the success of mainstreaming (Alexander & Strain, 1978; Gickling, Murphy & Mallory, 1979; National Advisory Committee on the Handicapped, 1976). Many regular education personnel have had limited contact with handicapped students, and sometimes exhibit attitudes that can detract from implementation of mainstreaming.

Therefore, if mainstreaming is to be successful, in-service training should be provided to regular and special education personnel (Tymitz-Wolf, 1982). However, if in-service programs are not available, then communication by means of a presentation of information

on handicapping conditions, or direct and indirect contact with handicapped students, can be alternative modes for promoting attitude change and increasing teacher awareness and competency.

CHAPTER III

ANTICIPATED OUTCOMES AND EVALUATION INSTRUMENTS

A. STATEMENT OF GENERAL GOALS

This practicum was designed to provide background information for regular classroom teachers of the special needs child for mainstreaming purposes. This general goal has been accomplished by developing, implementing, and evaluating a videotape program for use by regular classroom teachers before and during the mainstreaming process.

For the regular classroom teachers in the Cherry Hill School District, the solution addressed the teaching strategies and techniques to be used with the mainstreamed child.

B. BEHAVIORAL EXPECTATIONS

1. To reduce teacher fear and reluctance to accept a mainstreamed student by use of an oral survey.

2. To increase awareness of teacher attitudes toward the handicapped child, a pre-post questionnaire was distributed.
3. To provide guidelines and strategies for teaching the special needs student in the regular classroom environment.
4. To familiarize regular classroom teachers with the characteristics and behavioral patterns of the special needs child.
5. To assist regular teachers in the proper interpretation of an Individualized Education Program (IEP).

Behavioral expectations 2, 3 and 4 were measured by a 15 item Likert attitude scale. Regular classroom teachers were expected to respond to the written evaluation instrument with a significant positive shift in the response level. This was the criterion for success (Appendix B).

C. EVALUATION INSTRUMENTS

To measure the effectiveness of the videotape program, regular classroom teachers were asked to complete a questionnaire, General Philosophy of Mainstreaming which indicated their attitudes toward mainstreaming (Appendix B).

After completion of the implementation phase of the practicum, the data from the pre and post questionnaires was analyzed and is presented in the final report of this practicum in a narrative and table form using mean scores, standard deviations and a breakdown by percentage of responses, and a variance analysis.

Since the videotape program met the goals stated in Chapter 3, Section B, the program will continue and expand into auxiliary programs as deemed necessary from recommendations by the regular classroom teachers.

CHAPTER IV

SOLUTION STRATEGY

A. DISCUSSION AND EVALUATION OF SOLUTIONS

Regular classroom teachers of the Cherry Hill School District have expressed a need for an educational vehicle that will professionally prepare them for mainstreaming of the handicapped child. Teachers need to learn techniques for dealing with specific handicaps they face in their classes and learn to coordinate activities with special education teachers.

A review of the literature strongly supports the premise that mainstreaming can have positive effects on academic and social development of handicapped students. However, if these positive effects are to be realized, educators must devise and implement programs that incorporate the factors that contribute to successful mainstreaming (Salend, 1984).

In-service training dominates the research as the primary avenue for teacher preparation in regard to mainstreaming. A well constructed program places emphasis on the practical as opposed to the theoretical, and specific as opposed to the general. Without any prior training, the mainstreaming teacher can experience frustration which can eventually lead to resistance (Carberry, Waxman, & McKain, 1981).

According to Lilly (1971) and Mann (1976), mainstreaming means that educational programming for handicapped students, once the domain of special educators, is now the shared responsibility of both regular and special educators. Communication and cooperation between regular and special education personnel must be promoted and continue as an ongoing process. One of the foremost vehicles for the promotion of successful mainstreaming is in-service training. Results of field-based programs showed that teachers exiting training sessions displayed an increase in skills and more positive attitudes toward mainstreaming (Carlson & Potter, 1972; Yates, 1973).

In-service training is a controversial topic in the Cherry Hill School District due to a disagreement between the Board of Education and the Cherry Hill Education Association. Attempts have been previously made to incorporate in-service programs into teachers' contracts, however, the issue is yet to be resolved. The current consensus views the need for such programs as being paramount, but unless a mutual decision is agreed upon, the status quo exists.

Secondly, it has been suggested that the school district provide training sessions for classroom teachers during school time, but again this solution has met opposition. The rationale is that the sessions would be too costly for the school district. A survey by the township reflects a growing attitude against unnecessary expenditure. Training sessions for the purpose of mainstreaming is not a high priority item.

Thirdly, there is also a great need for communication between the regular classroom teacher, the special education teacher and the Child Study Team members. If the Child Study Team could meet with

regular teachers prior to mainstreaming and brief the teachers concerning characteristics, teaching strategies and techniques, and the academic and social development of the handicapped student, it would decrease teacher inadequacy, frustration, and resistance. However, this solution would be both time consuming and difficult to schedule.

It is becoming more difficult for classroom teachers to adequately serve the needs of the handicapped student in a regular classroom environment. Addressing teachers' attitudes and their teaching strategies must be a major concern. The avenue to be undertaken to best effect a change would be the implementation of a videotape program for regular classroom teachers involved in mainstreaming.

B. DESCRIPTION OF SELECTED SOLUTION

The attitudes of regular teachers concerning students with special needs must be of critical concern to special educators. According to Horne (1983), effective program and procedures are contingent upon

more complete understanding of the concerns and feelings of the regular teachers about mainstreaming. Because the teachers of the Cherry Hill School District are involved with handicapped children in their classroom, they have expressed the need to be better acquainted with both the academic and social development of the handicapped students. They are aware that their feelings of inadequacy and frustration directly affect the mainstreamed student. The author has therefore chosen to develop, implement, and evaluate a videotape program that provides background information on classifications in the school district and teaching techniques and strategies that can be used with specific classified students. The program is 20 minutes in length.

Certain classifications lend themselves to mainstreaming more than others, for example, the perceptually impaired student is more likely than the educable mentally retarded student to be better adjusted upon entering a regular classroom environment. Therefore, the introduction and background information of the program explains Public Law 94-142 and its

influence on school districts. The decision making process of who to mainstream is also discussed. The videotape includes a panel discussion, consisting of three regular elementary classroom teachers and the author in the process of discussing suggested techniques to be used in the classroom with the mainstreamed student.

The videotape program was viewed by the faculties of three elementary schools, selected because they each have special education classes in their buildings and are involved in mainstreaming. The pre and post questionnaires were given to those teachers that had viewed the program (Appendix B). The program was viewed in each selected elementary school in a non-threatening setting. The author was present for the viewing of each program.

In addition to the videotape program, a bibliography of resource material was compiled by the author and made available to the teachers for their own use.

The author is a certified teacher with 12 years of experience working with preschool through senior high students. She has taught in a regular classroom setting; developed a hospital- based program; served as a resource teacher in reading; and is presently a special educator. The author has an extensive background in the teaching, development, and implementation of programs for the handicapped student.

The chosen solution was selected because there is a known need of regular classroom teachers to have accessibility to a program that can be used at their discretion. The videotape program provides the opportunity to re-evaluate programs, reassess one's attitudes and address the problems that both the regular teacher and handicapped student face on a daily basis. The presentation reaches to discuss topics in a more organized and meaningful manner.

By establishing a program of this nature in the Cherry Hill School District, it should increase teacher involvement, and provide better coordination of services between the Special Education and Elementary Education Departments.

C. CALENDAR PLAN OF IMPLEMENTATION

1984

1. August Discussion with Dr. Robert W. Ferris about a videotape program.
2. Early September Discussion of practicum proposal with Jo Ellen Salce, Practicum Reviewer.
3. Mid September Notification to appropriate administrative personnel of practicum implementation.
4. Late September Acceptance of practicum proposal and permission to implement.
5. Early October Redistributed Teacher Survey to further substantiate the critical issues that should be addressed in the videotape program.
6. Late October Analyzed responses from Teacher Survey and constructed a working outline for the purpose of discussion with education media consultants concerning the program's viability.

7. Early November Selected panel of three regular elementary classroom teachers to participate in the videotape program with the author. All three educators have and are presently teaching the mainstreamed student.
8. Late November
and
Early December Met with panel to coordinate the classroom situations and accompanying questions to be addressed in the final script.
9. Early December The script for the videotape program was written by the author.
10. Late December Contacted three videotape production companies for estimates of taping and editing of program.

1985

11. Early January Practiced script with panel members. Final revisions were made at this time.

Taping of the program.

Telephone conversation with Jo Ellen Salce, Practicum Reviewer, concerning the status of implementation.

12. Early January

Distributed pre-questionnaire, General Philosophy of

Mainstreaming, to the Joyce Kilmer School faculty at a kick-off breakfast provided by the author.

13. Mid January

Collected all pre-questionnaires by Kilmer faculty.

14. Late January

Presentation of the videotape program for the Joyce Kilmer School faculty with a luncheon provided by the author.

15. Late January

Collected post-questionnaires by Kilmer faculty.

16. Late January

thru
Early February

Distributed pre-questionnaires to the James F. Cooper School faculty.

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| 17. Early February | Presentation of videotape program for the James F. Cooper School faculty with a dessert luncheon provided by the author. |
| 18. Early February | Collected post-questionnaires from Cooper faculty.

Distributed pre-questionnaire to the Kingston School faculty. |
| 19. Mid February | Presentation of program for the Kingston School faculty with a dessert luncheon provided by the author. |
| 20. Late February | Collected post-questionnaires from Kingston faculty. |
| 21. Late February
thru
Early March | Compilation of data.

Began writing the report. |
| 22. Early May | Report submitted to Practicum Reviewer, Jo Ellen Salce, and Nova University. |

D. REPORT OF ACTION TAKEN

The author's purpose was to provide an educational vehicle by means of a videotape program for regular classroom teachers involved in mainstreaming. The Cherry Hill School District does not have a formal in-service program to provide regular teachers with knowledge about and preparation for teaching special needs children in their classrooms. The videotape does not impinge upon any administrative controls or go against the philosophy of the Cherry Hill Education Association. It can be used at the discretion of the regular teacher and in coordination with principals, child study teams, and the Departments of Special Education and Elementary Education.

A survey of regular classroom teachers in October of 1984, resulted in a list of issues that the teachers felt were paramount and should be addressed in the videotape program (Appendix A).

Obviously, all questions raised by the regular teachers could not possibly be dealt with

in a 20 minute presentation. The author has been asked by teachers and administrators to follow through with additional programs and workshops to better acquaint the educator with the necessary background information needed to adequately teach the special needs child. A recommendation by the author would be to create a more diversified survey and divide questions into cluster themes. This would create a more organized format for future programs.

The media consultants recommended that the program be no longer than 30 minutes in length, otherwise one could lose the attention of the audience. The initial proposal was to incorporate an explanation of different exceptionalities, i.e., perceptually impaired, neurologically impaired, communication handicapped, and emotionally disturbed. However, this was found to be lengthy and documentary in nature. Consideration of using children in actual classroom situations was investigated but posed legal ramifications. The videotape program included an introduction explaining Public Law 94-

142; the decision process and preparation needed to mainstream a student; issues that regular teachers felt should be addressed prior to and during the mainstreaming process; and a panel discussion consisting of three regular elementary teachers and the author.

The selection of a panel was a task not easily undertaken. Teachers had to have mainstreamed students in their classrooms and be willing to devote time and effort to the program. The author received a number of volunteers at the onset of the program's development, but that number decreased as the volunteers realized that all meetings, rehearsals, and taping would be during their lunch period and after school. Should someone wish to adapt this practicum to their professional setting, the selection of participants, preparation time, and scheduling should play a major role in the decision. The teachers who participated in this program were highly cooperative, had sincere concerns about the total profile of the special needs child, and were committed to presenting a realistic discussion of

a topic that is receiving growing attention in educational settings and in the media.

Advice from the author as to whether one should undertake the implementation of a videotape program would be to consider the cost factor. This particular program was taped by an independent video production company. The author received bids by three companies. Unless a person is willing to monetarily invest in a program of this nature, the author would not recommend serious consideration if a limited budget is the primary concern. Additionally, in order to evoke interest and participation by the faculties, it is suggested that inducements be well planned and integrated into the presentation. The author provided a kick-off breakfast and a luncheon to one faculty, and dessert luncheons to the other two participating faculties. It provided an atmosphere conducive to the program's purpose.

The questionnaire, a 15 item Likert scale, was used as a pre and post measure of evaluation (Appendix B). This did not present any difficulties that would not be considered of major

importance. The statements were found to be clear and concise. It was all inclusive and short enough so as not to place a demand upon the respondents' time. This was found to be an important factor because inquiries were made as to the length and involvement by the responding teachers.

As previously discussed, a videotape program is not only costly but requires an inordinate amount of preparation time, taping and editing, and presentation. If one has access to a videotape department in their professional setting, it would be wise and less costly to take advantage of this option. However, the professional quality of the end product might be in question. The author chose to employ a videotape production company in order that the result would be more appealing and adaptable. After each session, the author elicited comments from the teachers using a question and answer format.

During the implementation period, it was noted that certain teachers' attitudes were

changed in a positive manner regarding the special needs child. One teacher remarked, "I was not aware of the preparation required before a child is mainstreamed." Still another teacher commented, "The videotape answered questions that have been on my mind but never bothered to investigate."

CHAPTER V

RESULTS, CONCLUSIONS AND RECOMMENDATIONS

A. RESULTS

This practicum provided for the development and implementation of a videotape program for use by regular classroom teachers before and during the mainstreaming process. Due to a contractual issue between the Cherry Hill Board of Education and the Cherry Hill Education Association, no in-service programs or workshops are available for regular teachers involved in educating the special needs student. The purpose of this practicum was to provide an educational vehicle that would bridge the gap between the Elementary Education and Special Education Departments.

The author, a teacher of the handicapped, had been concerned with the preconceived attitude toward the special needs child. Regular classroom teachers who did not receive any preparation or knowledge about the handicapped student were reluctant to be involved

in the mainstreaming process. As exists in any public service profession, lack of exposure to and understanding of a certain population can bring forth a feeling of inadequacy and fear.

In order to determine the issues that the regular classroom teachers wanted to be addressed, the author distributed a survey in September of 1984 (Appendix A). The written responses provided the framework for both the introduction and panel discussion included in the videotape program. On a practical basis, not all major concerns could be discussed in a 20 minute program. Obviously, those with the greatest significance for the regular teacher were outlined and presented.

The videotape program created the opportunity to re-evaluate the teaching strategies and the techniques to be used by the mainstreaming teacher. Actual problems were presented as they had occurred in the classroom. The author addressed these situations with concrete suggestions. It was emphasized that drastic changes in teaching methods are not necessary, but rather a possible diversification of teaching techniques could be used.

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An explanation of Public Law 94-142 opened avenues for discussion that were not made available prior to viewing the videotape. Regular teachers were not aware of its impact on school districts nor the responsibility that is mandated in its guidelines and definitions. It was the author's intent to target these issues in the videotape in order to lessen the fear, anxiety, and reluctance experienced by regular classroom teachers involved with students in the mainstream. Prior to the presentation of the program, the pre-questionnaire indicated doubt on behalf of social interaction and acceptance of the mainstreamed child by the regular students in the classroom.

The author had hoped for a positive, i.e., favorable, shift in responses as a result of viewing the videotape. The format of the program was geared to clarify issues raised by regular elementary teachers and to reassess one's attitude toward the special needs child. The author was impressed by the number of teachers who did participate: fifty-six teachers responded to the pre-questionnaire; and fifty-three to the post-questionnaire, for a rate of response of 94.6 percent.

Two approaches were used for the purpose of comparison: the shift in the mean response score, and the difference in overall percentage response of the population when grouping the strongly agree and agree categories versus the strongly disagree and disagree categories. Table 1 contains the mean scores, standard deviations and a breakdown by percentage of responses to the fifteen mainstreaming statements for the pre-questionnaire; Table 2 contains the results of the post-questionnaire.

Examination of Table 1 indicates mean response scores ranging from 4.38 for Statement 1 to 1.41 for statement 15, where 1.0 = strongly agree and 5.0 = strongly disagree. The standard deviations all fall into the 0.56 to 0.99 range. For group comparison purposes, the strongly agree/agree and strongly disagree/disagree categories were combined. For example, as indicated in Table 1, 92.8 percent of the responses either disagreed or strongly disagreed with the statement that most elementary teachers have an adequate understanding of Public Law 94-142, 83.9 percent either disagreed or strongly disagreed with the statement that children with special needs could be

best served by instruction in a regular classroom setting, and 83.9 percent either disagreed or strongly disagreed with the statement that regular classroom teachers have sufficient training to teach special needs children. Similarly, 48.2 percent either agreed or strongly agreed with the statement that mainstreaming the special needs child will promote his or her social independence and 35.7 percent either agreed or strongly agreed with the statement that the integration of special needs children will require significant changes in regular classroom procedures. Table 2 presents corresponding data for each statement as a result of the post-questionnaire.

Table 3 presents the percentage improvement (pre vs. post) for each statement in the direction expected as a result of the videotape program, as a function of both grouped category data and of mean response scores for each statement. The predicted shift in response as a result of the videotape program, that is, the anticipated shift in responses for each statement from strongly agree to strongly disagree, or vice versa, was realized.

An analysis of variance was performed to determine the statistical significance of the program's results using the F (Fisher) ratio; that is, whether the differences between the variances of the pre and post-questionnaires are due to the videotape program or could be accounted for by chance (the null hypothesis). As was expected, significant differences were found evident between the pre and post-questionnaires as a result of the videotape program. The computed F-ratio for the sample was 3.53, which was significant at both the five percent level ($F_{.95} = 2.05$) and the one percent level ($F_{.99} = 2.78$).

TABLE 1.

Mean Scores, Standard Deviations and Percentage Breakdowns
of Responses for Mainstreaming Statements - Pre Questionnaire

<u>STATEMENT</u>	<u>M</u>	<u>SD</u>	<u>SA/A</u>	<u>N</u>	<u>D/SD</u>
1. Most elementary teachers have an adequate understanding of Public Law 94-142.	4.38	0.68	1.8	5.4	92.8
2. Children with special needs could be best served by instruction in a regular classroom setting.	4.13	0.76	3.6	12.5	83.9
3. Most teachers would be willing to revise or adapt their curriculum or instruction for children with special needs.	3.64	0.88	14.3	19.6	66.1
4. Mainstreaming offers mixed group interaction which will foster understanding and acceptance of differences.	2.39	0.85	71.5	14.3	14.3
5. Mainstreaming the special needs will promote his/her social independence.	2.68	0.79	48.2	33.9	17.9
6. The integration of special needs students can be beneficial for regular students.	2.68	0.90	48.3	32.1	19.7
7. Mainstreaming is likely to have a negative effect on the emotional development of the special needs child.	3.52	0.74	7.2	35.7	57.2
8. The special needs child will be socially isolated by regular classroom students.	3.36	0.75	16.1	32.1	51.8

M = Mean (where 1 = Strongly Agree and 5 = Strongly Disagree),
SD = Standard Deviation, SA = Strongly Agree,
A = Agree, N = Neutral, D = Disagree, SD = Strongly Disagree

Table 1 - Cont'd

Mean Scores, Standard Deviations and Percentage Breakdowns
of Responses for Mainstreaming Statements - Pre Questionnaire

<u>STATEMENT</u>	<u>M</u>	<u>SD</u>	<u>SA/A</u>	<u>N</u>	<u>D/SD</u>
9. The presence of special needs students will promote acceptance of differences on the part of regular students.	2.50	0.74	60.7	26.8	12.5
10. Regular classroom teachers have sufficient training to teach special needs children.	4.20	0.80	3.6	12.5	83.9
11. Contact with children having special needs would not be harmful to other classroom members.	2.45	0.97	66.1	14.3	19.7
12. Integration of special needs children will require significant changes in regular classroom procedures.	3.00	0.99	35.7	30.4	34.0
13. There is strong research evidence to suggest that children with special needs who are integrated in the regular classroom perform better than non-integrated children.	3.05	0.64	16.1	64.3	19.7
14. In-service programs would have an effect in promoting positive attitudes toward mainstreaming and facilitating skill acquisition.	1.88	0.79	82.1	14.3	3.6
15. Regular classroom teachers need to feel confident that they will be able to manage and serve the mainstreamed students adequately.	1.41	0.56	96.4	3.6	0

M = Mean (where 1 = Strongly Agree and 5 = Strongly Disagree),
SD = Standard Deviation, SA = Strongly Agree,
A = Agree, N = Neutral, D = Disagree, SD = Strongly Disagree

TABLE 2.

Mean Scores, Standard Deviations and Percentage Breakdowns
of Responses for Mainstreaming Statements - Post Questionnaire

<u>STATEMENT</u>	<u>M</u>	<u>SD</u>	<u>SA/A</u>	<u>N</u>	<u>D/SD</u>
1. Most elementary teachers have an adequate understanding of Public Law 94-142.	2.42	1.31	62.3	5.7	32.1
2. Children with special needs could be best served by instruction in a regular classroom setting.	2.55	1.19	60.4	9.4	30.2
3. Most teachers would be willing to revise or adapt their curriculum or instruction for children with special needs.	3.04	1.14	49.1	5.7	47.1
4. Mainstreaming offers mixed group interaction which will foster understanding and acceptance of differences.	1.75	0.62	90.6	9.4	0
5. Mainstreaming the special needs will promote his/her social independence.	1.70	0.82	86.8	11.3	1.9
6. The integration of special needs students can be beneficial for regular students.	1.92	0.73	81.1	17.0	1.9
7. Mainstreaming is likely to have a negative effect on the emotional development of the special needs child.	3.96	0.94	9.4	11.3	79.2
8. The special needs child will be socially isolated by regular classroom students.	3.92	0.83	9.4	9.4	81.2

M = Mean (where 1 = Strongly Agree and 5 = Strongly Disagree),
SD = Standard Deviation, SA = Strongly Agree,
A = Agree, N = Neutral, D = Disagree, SD = Strongly Disagree

TABLE 2 - Cont'd

Mean Scores, Standard Deviations and Percentage Breakdowns
of Responses for Mainstreaming Statements - Post Questionnaire

<u>STATEMENT</u>	<u>M</u>	<u>SD</u>	<u>SA/A</u>	<u>N</u>	<u>D/SD</u>
9. The presence of special needs students will promote acceptance of differences on the part of regular students.	2.00	0.81	83.0	9.4	7.5
10. Regular classroom teachers have sufficient training to teach special needs children.	3.64	1.11	22.7	11.3	66.0
11. Contact with children having special needs would not be harmful to other classroom members.	1.91	0.93	88.7	3.8	7.6
12. Integration of special needs children will require significant changes in regular classroom procedures.	3.79	1.01	17.0	11.3	71.7
13. There is strong research evidence to suggest that children with special needs who are integrated in the regular classroom perform better than non-integrated children.	2.23	0.89	58.5	35.8	5.7
14. In-service programs would have an effect in promoting positive attitudes toward mainstreaming and facilitating skill acquisition.	1.45	0.70	92.5	5.7	1.9
15. Regular classroom teachers need to feel confident that they will be able to manage and serve the mainstreamed students adequately.	1.21	0.41	100.0	0	0

M = Mean (where 1 = Strongly Agree and 5 = Strongly Disagree),
SD = Standard Deviation, SA = Strongly Agree,
A = Agree, N = Neutral, D = Disagree, SD = Strongly Disagree

TABLE 3
Percentage Improvement - Pre vs. Post

<u>STATEMENT NO.</u>	<u>USING GROUPED DATA</u>	<u>USING MEANS</u>
1.	65.4 ^a	44.7
2.	64.0 ^a	38.3
3.	28.7 ^a	16.5
4.	100.0 ^a	26.8
5.	89.4 ^a	36.6
6.	90.4 ^a	28.4
7.	30.6 ^b	12.5
8.	41.6 ^b	16.7
9.	40.0 ^a	20.0
10.	21.3 ^a	13.3
11.	61.4 ^a	22.0
12.	52.1 ^b	26.3
13.	71.1 ^a	26.9
14.	47.2 ^a	22.9
15.	N.A.	14.2

^a Indicates shift from Disagree/Strongly Disagree categories to the left.

^b Indicates shift from Strongly Agree/Agree categories to the right.

B. CONCLUSIONS

The issue of providing an educational vehicle to circumvent the non-existence of in-service programs or workshops for regular elementary classroom teachers involved in mainstreaming is paramount. By means of the videotape program, the author helped to bridge the gap between the Elementary Education Department and the Special Education Department. It was evident at each school where the faculty viewed the program, that the need for discussion and clarification of terminology, teaching strategies and background information concerning the preparation for mainstreaming must be adequately addressed.

Comments by regular elementary teachers reflected a willingness to better acquaint themselves with the necessary information required to educate the special needs child in their classrooms. The data supports the evidence that there was a significant shift in teachers' attitudes towards the mainstreamed student.

C. RECOMMENDATION

Due to the constraints on time and issues that had to be addressed adequately, the videotape could be broadened into a series of programs focusing on related questions and concerns in regard to mainstreaming. Regular classroom teachers voiced the need for the development of more comprehensive programs to aid in better understanding the total profile of the special needs student. It would be beneficial to follow-up on issues that were not addressed and create an ongoing sequential program implementation.

The positive participation received by regular teachers indicated a need that can not be ignored. If the mainstreaming process is to be considered successful for all of those involved, educational vehicles must be developed and implemented. This practicum provided a beginning step toward bridging the gap between the Elementary Education Department and the Special Education Department. It is recommended that a continuing dialogue exist and allow the educators involved to participate in surveys, seminars, sharing of the review of the literature, and using the resources of the Child Study Teams more effectively.

The author has and will continue to work with fellow colleagues in providing the "how" to teaching and relating to the special needs child. This practicum served its intended purpose, however, more inclusive informational programs should be available for creating a support network.

D. DISSEMINATION

The author has received requests for this practicum to be presented to all building principals and Child Study Teams in the Cherry Hill School District. This practicum was selected for presentation on March 16, 1985, in Wilmington, Delaware, in conjunction with an Outreach Program for the community, professionals, and graduates of Nova University. Selected sections of the final practicum report will also be presented at Nova University's Summer Institute in Washington, D. C. on July 19, 1985.

After copyright, other school districts have requested that the videotape program be shown to their faculties on loan from the author.

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APPENDIX A

73

TEACHER SURVEY

1. If an in-service program were provided to you during school time in regard to mainstreaming of the handicapped student, would you attend?
2. Do you feel that regular classroom teachers, after having attended an in-service program, would alter their teaching strategies and techniques to accomodate the handicapped student?
3. What specific disciplines would you like addressed in meeting the needs of the handicapped student?
4. How can the interpretation of IEPs be improved?
5. To what extent could the regular student benefit from the mainstreaming of handicapped students?

APPENDIX B

75

GENERAL PHILOSOPHY OF MAINSTREAMING

Instructions: Please respond to each statement by circling one of the numbers to show how strongly you agree or disagree with what it says.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1. Most elementary teachers have an adequate understanding of Public Law 94-142.	1	2	3	4	5
2. Children with special needs could best be served by instruction in a regular classroom setting.	1	2	3	4	5
3. Most teachers would be willing to revise or adapt their curriculum or instruction for children with special needs.	1	2	3	4	5
4. Mainstreaming offers mixed group interaction which will foster understanding and acceptance of differences.	1	2	3	4	5
5. Mainstreaming the special needs child will promote his/her social independence.	1	2	3	4	5
6. The integration of special needs students can be beneficial for regular students.	1	2	3	4	5

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
7. Mainstreaming is likely to have a negative effect on the emotional development of the special needs child.	1	2	3	4	5
8. The special needs child will be socially isolated by regular classroom students.	1	2	3	4	5
9. The presence of special needs students will promote acceptance of differences on the part of regular students.	1	2	3	4	5
10. Regular classroom teachers have sufficient training to teach special needs children.	1	2	3	4	5
11. Contact with children having special needs would not be harmful to other classroom members.	1	2	3	4	5
12. Integration of special needs children will require significant changes in regular classroom procedures.	1	2	3	4	5
13. There is strong research evidence to suggest that children with special needs who are integrated in the regular classroom perform better than non-integrated children.	1	2	3	4	5
14. In-service programs would have an effect in promoting positive attitudes toward mainstreaming and facilitating skill acquisition.	1	2	3	4	5

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
15. Regular classroom teachers need to feel confident that they will be able to manage and serve the mainstreamed students adequately.	1	2	3	4	5

Sources: Horne, M. D. (1983). Attitudes of elementary classroom teachers toward mainstreaming. The Exceptional Child. 30, 93-98.

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Videotape Program

Introduction - Purpose of Tape

Mainstreaming the special needs child has gained national attention due to the passage of Public Law 94-142 in 1975. School districts were mandated to provide a free and appropriate education for all handicapped students in the least restrictive environment.

Theoretically, the idea does make a great deal of sense; it reduces the stigma attached to separation, and it creates a normalized environment for the handicapped child which is more in keeping with the reality he or she will face in their adult lives.

However, while the concept elicited well-founded support, its implementation is not without numerous problems. One of the major complaints of regular elementary classroom teachers concerning mainstreaming relates to their own feelings of inadequacy in teaching the handicapped child. A review of the literature reveals that teacher training does not include

preparation for, or knowledge about, children whose learning deficits are marked by rather specific characteristics not easily remediated by visual classroom teaching approaches.

I am Carole Patrylo, a teacher of the handicapped in the Cherry Hill Public School District and have witnessed a growing concern by regular elementary teachers as to the appropriate teaching strategies and techniques to be used with the mainstreamed child in the classroom. As a special educator, the importance of understanding the specific needs of the student are paramount. Prior to mainstreaming, a careful review of the child's readiness for entering a regular classroom environment is evaluated. Only after consultation with the Child Study Team and the permission of the parents or guardian, does the process begin to unfold. The subject area and teacher are selected and the child begins to prepare for the mainstream. But what about the mainstreaming teacher? How much does he or she know about the child? Should modifications in teaching

or in classroom management be altered? Does the teacher have a preconceived attitude toward the handicapped even before meeting the child? What role does the special educator play in this entire process?

The purpose of this videotape is to address these questions realistically as they apply to our school system and hopefully provide a background of information to be used by teachers who are involved in mainstreaming. The participants in the discussion are regular classroom teachers who have and are presently involved in teaching the mainstreamed child.

At this time I would like to introduce our panel: Richard Young, Claire Reisig, and Tom Santoro.

(join group at desk - seated)

Since all of you have had the opportunity to teach the special needs child in your classrooms, I would like to discuss your individual concerns that address any issue which you personally feel needs clarification, or definition, and any problems that exist in which I can be of assistance.

Script

Dick: In the past, I have had students that enter my classroom and do not follow the rules that I have already established. One student kept insisting that he make up his own rules. How far do I go to accommodate this child?

Carole: When a child is mainstreamed, he or she is expected to follow all the rules that are in existence. If the problem is repetitive, I would suggest talking to the child at a convenient time - away from other students - and clarify what is expected of him in the classroom. Make it very clear that he is a member of the class and, therefore, should obey the rules just like the other students. When he insists in doing it "his way", he is only bringing more attention to himself and that is not what we want. One of the purposes to mainstreaming is blending into the regular

classroom environment - not isolating. We don't want him to live up to his "label", in other words, his classification. The regular students in your class should be models for normal behavior in which he should learn to adapt.

Dick: What if the problem continues and my speaking to him doesn't work, what next? I don't want to give up on him.

Carole: At this point, Dick, the special education teacher should be consulted. In the past and at present, not only would I reinforce your classroom management, but I would further explain the necessity of living by rules, because as he matures, he will have to live by the rules of society. An option that could be taken would be the use of a contract. It has worked successfully for students that required a more structured program in the mainstream. The child and the parents would understand the guidelines of the contract. On a daily basis,

points could be accrued from every teacher he comes in contact with both in academics and behavior. After a period of time, he would be weaned off the contract system to only weekly reports from the special educator. In other words, constant feedback would be necessary in this situation.

Tom: My problem is that I expect the mainstreamed student to conform and I find myself taken back. I do not believe my expectations should be altered. What can I do to encourage conformity without bringing more attention to the child?

Carole: First of all, don't lower your expectations. If the behavior is of no major consequence, I would suggest you make eye contact with the child, and then proceed with your teaching. He or she will get the message without your uttering a word. The child must change his behavior to meet your standards, but they must be realistic for him. Encourage him to try, and

he will out of necessity. He wants to be accepted by his peers, so build his self-image in anyway that you can. Compliment on a difficult math problem or a correct response in class. I have found too often that a special needs student has a very poor self-image. Anything that will foster positive feelings, try it! Call on the child to get him out of his shell so that he may become an integral part of the class. He desperately wants to belong. Tom, with your vivacious personality, how could he not succeed! And if all else fails - tell him to be just like you!

Dick: We have difficulty with students following through with the homework assignments, specifically math. Sometimes the page is wrong or the work is incomplete. What suggestions do you have to assist us with this problem?

Carole: In my self-contained classroom, homework tends to be a major problem. What I have found to

help remedy the study habits of my students is to insist on an assignment book that is carefully monitored. After assigning the work, I allow time to have the students write it in their books. With students that continue to exhibit poor study skills, the parents and I have an arrangement, which is as follows. I make a check that the assignment is correct, the parents initial the book after the homework has been completed, and the following day I initial if everything has been done properly. If not, it is noted in the book. In this manner, the students and the parents are aware of what is expected. Dick, I would strongly recommend the assignment book with follow-up by the special education teacher.

Claire: Let's talk about the student that can't sit still for any length of time. With 20 students in my class, it is difficult for me to continually deal with a child who rocks in his

chair and becomes easily distracted. He is more than capable of doing the work, but his behavior gets in the way. What techniques can I use with this active child?

Carole: I know you have an abundance of tricks that you have accumulated through the years, Claire. Use the same strategies that you would with a regular student, only more often and more diversified. Allow him to get a drink, or pass out the papers, run an errand, anything to have him move around for a short period of time. This is not to become a habit, but to be used judiciously. After a period of time, the student will blend into the scene. This type of behavior is often demonstrated during the beginning of the mainstreaming process. The child thinks this behavior is rather normal since he is not the only one that exhibits it in his self-contained class, however, he soon realizes that it is not commonplace in the regular classroom environment.

Tom: If a child is having a problem adjusting in the mainstream, what avenues do we take to remedy the situation?

Carole: The first person contacted should be the special educator who recommended mainstreaming, after all, this is his teacher. As previously stated, the decision to mainstream is not an easy task. I know that I have spent endless hours trying to work out a program that I know the child needs and in which he will eventually succeed. However, it doesn't happen overnight. Behavior that you might think disrupting or unusual is really not the main issue. Priorities have to be set. If the child is performing on grade level and can handle the academic work load with no major incidence of behavior problems, and is responsible, enthusiastic and cooperative, then he or she should have the opportunity to prove oneself in the mainstream. All responsibility should not be placed on the mainstreamed child.

It is definitely a team effort. Built into the system is the need to promote the child's independence, both academically and socially. All too often the student considers the self-contained class to be a safeguard and doesn't want to leave. It is a security blanket. However, if he or she is ready to be mainstreamed, all of us working together can foster this needed independence and the responsibility that goes hand in hand with the process.

Claire: When a child from a special education class enters my regular class for the first time in the mainstream, the other students are aware that he or she is there due to the mainstreaming process. How can I encourage social interaction and acceptance?

Carole: Claire, I know you to be a very giving individual which manifests itself in your own personal approach to teaching. After having

observed your classes, the obvious empathy and concern with which you show toward your students automatically becomes positive interaction. If the regular classroom teacher is at ease with teaching the mainstreamed student, it then usually follows that the class will accept more readily this "new" member to the group. Try to keep everything and everyone to the normal routine. As adults and professionals, sometimes we forget that children can handle situations on their own. I have found that social interaction and acceptance will eventually follow a rather normal avenue. The children know each other from the lunch room, recess and extra-curricular activities. They in turn set up their own social network. However, if you observe a student not being accepted by his peer group, I would investigate the reasons. A discussion with a special educator would be the most beneficial. Since he or she is acquainted with

the total profile of the child, recommendations can be made to ease the situation. There is no prescribed answer to account for individual differences.

Children usually will accept a new member into their group with time. Both the regular student and the mainstreamed student can learn from each other. I know that when I see one of my students socializing with the regular students and a friendship has developed, it is at that point the differences become lessened.

Carole: We hope this discussion has helped the regular classroom teachers that are involved in mainstreaming situations. I would like to sincerely thank my associates for their time and effort in presenting this discussion for the purpose of better understanding the general philosophy of mainstreaming. The special needs child in the mainstream requires understanding, empathy and the realization that he is still a

child that requires a support network in order
to function on an even basis with his peers.

37 North Riding Drive
Cherry Hill, NJ 08003
November 19, 1984

Dr. Robert W. Ferris
Assistant Superintendent of Schools
Pupil Personnel Services
Malberg School
Ranaldo Terrace
Cherry Hill, NJ 08034

Dear Dr. Ferris:

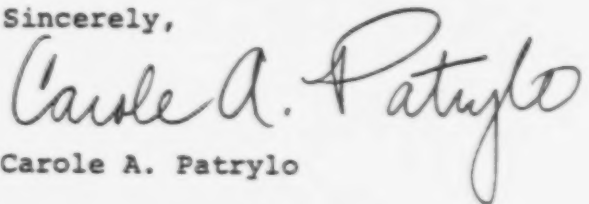
I have enclosed the proposal for Practicum I that has been submitted and approved by the faculty of the Early Childhood Program of Nova University in candidacy for the degree of Doctor of Education.

Presently I am engaged in the implementation period..

I would like to extend my gratitude for your assistance and cooperation in this endeavor.

If you have any questions or inquiries concerning the proposal, please feel free to contact me at school or at home.

Sincerely,



Carole A. Patrylo

ram
Enclosure

Joyce Kilmer School
Chapel Avenue
Cherry Hill, New Jersey 08002
January 14, 1985

Dear Fellow Educator:

This letter is directed to regular elementary classroom teachers in your school that have, presently are or will be involved in teaching the special needs child. Currently in the Cherry Hill School District there is no inservice program that addresses the questions related to mainstreaming. As a teacher of the handicapped, I am aware of the unresolved issues that the mainstreamed teacher encounters in the regular classroom environment.

In order to address these issues, I, with the participation of three of our colleagues, have developed a videotape that specifically focuses upon areas of concern as they relate directly to the mainstreaming teacher.

The evaluation instrument that I have chosen to determine the videotape's effectiveness is a pre and post questionnaire. The viewing of the videotape will be shown at your school. All replies will be anonymous.

Your participation in this endeavor will be extremely appreciated.

Sincerely,

Carole A. Patrylo
Carole A. Patrylo

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